Faculty members must consult the College of Arts and Sciences Manual for Review of Academic Professionals and Promotion of Academic Professionals to Senior Academic Professionals. In the event of a conflict between the two documents, the College Manual takes precedence.
INTRODUCTION

Academic Professionals in the Department of Biology serve an important component of the Departmental instructional programs. This document describes the process for review of Academic Professionals and the promotion of Academic Professionals to Senior Academic Professionals. The Department of Biology has formulated this policy in conformity with the minimum general requirements set forth by the Board of Regents of the University System of Georgia and with the policies outlined in the current Departmental Promotion and Tenure Guidelines and the Manual for Review of Academic Professionals and Promotion of Academic Professionals to Senior Academic Professionals of the College of Arts and Sciences. Before a candidate for promotion in the Department of Biology can be nominated by the Departmental Advisory Committee for Promotion and Tenure for consideration by the Dean's Advisory Area Committee on Promotion and Tenure, the individual must be judged to have met the standards and criteria given in the current college manual and the supplemental criteria listed in this document. Any faculty member who might be considered for promotion should study carefully the criteria, requirements, and procedures, which are outlined in both documents.

Academic Professionals who are reappointed after five years of consecutive service will be promoted to Senior Academic Professional, to begin in their seventh year of service. Academic Professionals not reappointed after five years will be terminated at the end of their sixth year.

GUIDELINES FOR EVALUATING CANDIDATES FOR PROMOTION

Review for Promotion

The timing of the review for promotion, as well as the details of the documentation, will follow that outlined in the University and the College of Arts and Sciences policies. The
Department of Biology will nominate for promotion to Senior Academic Professional only those candidates who present evidence of a sustained record of excellence in service and excellence in instruction.

Review and evaluation will be based on any of the following that apply to the candidate, as well as any additional appropriate functions:

1. Teaching effectiveness
2. Supervision of laboratory sections
3. Management of Teaching Assistants
4. Development of new laboratory exercises/experiments
5. Writing/publishing of laboratory manuals
6. Service as a CTW ambassador
7. Assessment of programs/courses
8. Other appropriate responsibilities

**Assessment of Instruction** (Definitions and Evaluation Factors for Rating of Instruction)

For Senior Academic Professional candidates, instructional assignments can vary from term to term depending on departmental needs. The effectiveness of instruction will be evaluated as it relates to the department’s mission and the specific instructional responsibilities of the candidate. The rating system will be outstanding, excellent, very good, good, fair, and poor. For Senior Academic Professional candidates, Instruction will be rated to determine if the standard of excellence is achieved.

Categories for judgment of Instruction are:

1. Quality of course content
2. Student evaluations and perceptions
3. Student performance outcomes.
4. Development, enhancement, enrichment, coordination, or innovation of courses or curriculum.

The quality of course content will be evaluated through review of syllabi, examinations, web pages, assignments, and other supplementary materials. Syllabi will be reviewed for conformity with university guidelines. Course materials will also be assessed for their appropriateness in relation to the current state of knowledge in the field. Credit will be given to those who structure their courses as to cultivate curiosity, creativity, and critical thinking in their students. The assessment of student evaluations and student perceptions will include student evaluation scores in the context of the range of scores for the same course and for similar level courses within the department. The evaluation will take into consideration additional factors, such as class size, response rate on the evaluations, and number of students enrolled in the course. Students’ written comments will also be considered. Student performance outcomes include grade distribution as appropriate to course level, evidence of student attainment of educational goals specific to each course, and student performance in subsequent courses. Development, enhancement, enrichment, coordination, or innovation of courses or curriculum may include the development and successful implementation of different or new material in currently instructed courses, particularly to improve student outcomes, as well as the development of new courses. To receive a rating of excellent, effort and effectiveness must be demonstrated in all four basic instructional categories. To receive a rating of very good, good, fair, or poor, effort and effectiveness will be demonstrated in three, two, one, or none of these basic instructional categories, respectively. To receive a rating of outstanding, in addition to meriting an “excellent” rating on the basis of the four basic instructional categories, the candidate must demonstrate significant accomplishment in additional categories such as direction of individual students, program development, outreach, obtaining funding for instructional activities, or publications in peer-reviewed instructional journals.
Candidates for promotion must submit a teaching portfolio and provide evidence of teaching effectiveness that might include:

1. Representative syllabi and other handouts given to students.
2. Selected examinations and quizzes.
3. Development of innovative courses, preparation of innovative teaching materials or instructional techniques.
4. Laboratory protocols and manuals authored or collated by the candidate, especially if these include significant revision of the current documents.
5. Summaries of student evaluations and representative student comments that indicate the instructor's abilities to enhance student interest and to stimulate work and achievement by students. Evidence should be presented for each course taught that has been evaluated during the last three years.
6. Results of standardized exams given to the students.
7. Publication of papers on instruction; presentation of papers on teaching before professional societies.
8. Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students.
9. Membership on panels to judge proposals for teaching grants/contracts programs; participation in textbook development.
10. Honors or special recognitions for teaching accomplishments.

Assessment of Service (Definitions and Evaluation Factors for Rating of Service)

Service comprises at least 50% of the Academic Professional’s job functions. Service roles are assigned by the department depending on departmental needs and mission. Service effectiveness will be judged as outstanding, excellent, very good, good, fair, or poor with respect to the assigned service duties. Service roles are normally assigned by the department (individual
assignments may consist of all or some of these roles) include the following (please see College
document for detailed descriptions):

• Facility/Service Management
• Supervisory/Mentoring Activities
• Instructional Service
• Academic Advisement and Curriculum
• Contributions to the Department, College, or University
• Professional Service
• Community and Public Service
• Published Materials
• Additional Service

The rating for Service will be based on the degree of diligence and level of quality. To receive a rating of excellent or above, all assigned tasks must be performed thoroughly and in a
timely manner. Safety, cost effectiveness, and planning issues will also be considered as part of
the evaluation.
DEPARTMENTAL ADVISORY COMMITTEE ON PROMOTION

For candidates for promotion to Senior Academic Professional, the Departmental Committee of the Whole will consist of all Senior Lecturers, Senior Academic Professionals, and tenured faculty of the Department. The Departmental Committee of the Whole shall review and evaluate each candidate’s credentials. The Departmental Executive Committee shall serve as a subcommittee to ensure that all required procedures and reports are properly executed. The Committee of the Whole must make the recommendation to the departmental Chair. In order to be promoted to the rank of Senior Academic Professional, each candidate must be rated as at least excellent in service and excellent in instruction by the aforementioned guidelines.

Mentoring Program

A strong mentoring program can provide invaluable assistance to faculty in the development of their careers. Each Academic Professional in Biology will be assigned a mentor in consultation with the Chair of the Department and with the consent of the faculty member chosen as a mentor. The mentor assignment normally is for one year with the option to change mentors at any time. At the end of the year, the Chair will evaluate the candidate's needs and the responsibilities of the mentor and based on the results of this evaluation judge whether or not to continue with the same assignment. It is expected that the mentor will meet twice a month with a first year Academic Professional and monthly with more experienced new faculty. It is also expected that the Chair, mentor, and Academic Professional will have a meeting at least once a semester.

ANNUAL REVIEW OF ACADEMIC PROFESSIONALS

The Departmental Executive Committee shall make a recommendation to the Chair for renewal/non-renewal based on the performance in instruction and service.
ANNUAL REVIEW OF SENIOR ACADEMIC PROFESSIONALS

The Departmental Executive Committee shall make an annual review of Senior Academic Professionals and make a recommendation to the Chair.

THREE-YEAR REVIEW OF ACADEMIC PROFESSIONALS

For Academic Professionals, the departmental Executive Committee will evaluate the required materials and provide a written assessment addressing effectiveness in Service and Instruction to the departmental Chair. The Chair will provide an independent assessment, which along with the committee report and materials will be forwarded to the Dean’s Office.